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ABSTRACT

This pamphlet describes the Spanish English Developmental Program, one component of Buffalo's overall Title 1 program. Begun in January, 1970, with funds from New York's Urban Education Act, the program seeks to provide bilingual instruction for nearly 1,600 students of Spanish origin. In August 1970, Title 1 ESEA funds were allocated to cover the cost of the program, and the children involved received other Title 1 services as well. All staff members, including 112 teachers, 33 aides, a social worker, and a guidance counselor, are fluent in both English and Spanish. An orientation course in Puerto Rican culture and history is offered at all Title 1 schools by a floating teacher/aide team. The school system plans to implement a full-year course in Puerto Rican culture and history at the secondary level. The pamphlet contains information on planning, managing, and implementing the program. Also included are data concerning the budget, evaluation, and future plans. (Author/SK)

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A Title I ESEA Case Study:

Spanish English Developmental Program

Buffalo, New York

1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, Secretary

Office of Education
S. P. Marland, Jr., Commissioner

FL 004211

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Title I of the Elementary and Secondary Education Act provides funds to more than three-fourths of the Nation's school districts to improve opportunities for educationally deprived children in low-income areas.

But what constitutes a good title I project? What are the common denominators of success?

To answer these questions, the Division of Compensatory Education, which administers title I in the U.S. Office of Education, has examined a number of successful projects. As might be expected, different assets were found in different projects; each project represented a local school district's response to local problems. Nonetheless, many elements of such projects can be used as examples for other school districts implementing similar programs.

Each case study included in this series can, either as a whole or in part, be replicated. The reports concentrate on educational services and administrative design but also include illustrations of good practices in providing supportive services and involving parents and other community members.

In brief, the case studies in this series describe what is being done in specific locales and where and in what ways the title I mission is being accomplished.

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GENERAL INFORMATION

Identification Data

- State and district: Buffalo, N.Y.
- Type of program: Bilingual instruction
- Grade levels: 1-12
- Number of schools served: nine—three elementary, four elementary-secondary, two secondary
- Cost per pupil: $226.00 (for 1970-71)
- Date when program began: January 1970

Description of School District

Buffalo is the second largest city in New York State. Located at the eastern end of Lake Erie, it is an important port and industrial center. Construction of the Erie Canal in 1825 spurred the city's growth; the availability of employment drew immigrants from Germany, Poland, Ireland, Britain, and Italy to Buffalo in the 19th century. During the past decade there has been a large influx of new immigrants, many from Puerto Rico, who often have difficulty finding jobs in Buffalo.

The Puerto Rican community in Buffalo has been growing steadily for a number of years. As with numerous urban school systems in the country, the white school-age population in the 1960's decreased while the number of Negro and Spanish-surnamed pupils increased. The percentage of Spanish-surnamed children in the early elementary grades in Buffalo public schools increased from 1.5 percent in 1966 to 2.3 percent in 1969 (or a total in 1969 of 1,066 children in pre-K-6). In 1970 the total increased to 1,535. However, there was no specialized curriculum to meet the needs of children whose first or dominant language and whose cultural background were different from those of the majority of the children in the schools. Proficiency in English for the children varies from near-native fluency to total lack of basic English skills.

Capsule Description of Program

The Spanish English Developmental Program is one component of Buffalo's overall title I program. Begun in January 1970 with funds from New York's Urban Education Act, the program seeks to provide bilingual instruction for nearly 1,600 students of Spanish origin. In August 1970, title I ESEA funds were allocated to cover the cost of the program, and the children involved received other title I services as well.

All staff members, including 12 teachers, 33 aides, a social worker, and a guidance counselor, are fluent in both English and Spanish. An orientation course in Puerto Rican culture and history is offered at all title I schools by a floating teacher/aide team. The school system plans to implement a full-year course in Puerto Rican culture and history at the secondary level.

PLANNING THE PROGRAM

The impetus for the Spanish English Developmental Program came from a group of concerned Puerto Ricans in Buffalo whose organization was called *Estudia. Estudia* was modeled after a similar Puerto Rican community action group in New York City called *Aspira,* which also works primarily in the area of education.

Estudia and other Spanish-speaking organizations in Buffalo appealed to State and local education officials to develop a special program for non-English-speaking children. The groups received encouragement and help from Mr. Carlos Perez, supervisor of bilingual education in the State Department of Education, and Dr. Joseph Manch, Buffalo's Superintendent of Schools.

The project itself was designed in cooperation with the Division of Curriculum Evaluation and Development (DCED) of the Buffalo Public Schools, principals and advisory committee members from target schools, representatives of the Diocese of Buffalo Department of Education, and the State Department of Education.

Involving Parents and Community

In addition to providing the initial thrust for a bilingual program in Buffalo schools, community action groups were integrally involved in the actual planning of the program. A community advisory board, consisting of community leaders, parents, students, and teachers, was organized for the Spanish English Developmental Program.

The board was an outgrowth of an open community meeting organized by the project administrator. Some 1,200 flyers (see example 1) were distributed at churches, schools, and various agencies in the target area announcing the meeting. In addition, the press and other media publicized plans for both the program itself and the community meeting.

The advisory board, 50 percent of whose members are parents of children in the program, held its first meeting on February 9, 1970, and began to share the planning responsibility with the project administrator and DCED. A memo (see example 2) was presented to the members of the advisory board clarifying their role in the development of the program, seeking their cooperation and advice, and specifying the legal requirements of State- and federally funded projects.

In addition, the project administrator proposed that board members begin considering the following topics:

1. How the program was to be named.
2. Whether the basic design of the program would consist of special instructional centers or a special program with personnel operating within the existing school structure.

Data on the distribution of Spanish-surnamed children in the Buffalo schools were presented to the advisory board, and initial discussion was held concerning the alternative basic designs at the second meeting of the board. This was in preparation for a full discussion of the two tentative master plans which the director was developing in consultation with DCED, Mr. Carlos Perez, and other key individuals.

Example 1 Flyer Announcing Community Meeting for Spanish English Developmental Program

16 de enero de 1970

Estimado Miembro de la Comunidad Hispana,

El año nuevo ha marcado un acontecimiento de gran importancia para Vd. y para sus hijos. La Junta de Educación de la Ciudad de Buffalo ha instituido un programa de educación bilingüe para los niños de origen hispana. Yo estoy nombrado director de este nuevo programa.

Realmente el programa está en la etapa de planificación. Nos interesa que desde el primer momento tengamos la cooperación y valorado consejo de Vd. como miembro de la comunidad o padre o madre de familia. Por ende he consultado con el Sr. Isaias González y la Sra. Carmen Rodríguez y tenemos pensado una reunión para el 23 de este mes. Quedan convidados *todos los miembros de la comunidad* pero estamos notificando por correo a *algunas* personas claves.

Contando con su asistencia, quedo,

De Vd., atentamente,

Roger F. Baglin

¿ QUE?	Reunión asunto del programa educational bilingüe
¿ CUANDO?	viernes, 23 de enero
¿ A QUE HORA?	7:00 de la noche
¿ DONDE?	Centro Puertorriqueño, 261 Swan Street

Translation of Example 1

Dear Member of the Hispanic Community,

The new year has marked an important event for you and your children. The Board of Education of the City of Buffalo has instituted a bilingual education program for children of Spanish origin. I have been named director of this new program.

At the present time, the program is in the planning stage. We are interested in having, from the beginning, your cooperation and valued advice as a member of the community or as a parent. Therefore, I have consulted with Mr. Isaias González and Mrs. Carmen Rodríguez, and we have planned a meeting for the 23rd of this month. All members of the community are invited, but we are informing certain key persons by mail.

Counting on your assistance, I remain

Sincerely yours,

Roger F. Baglin

What?	A meeting on the bilingual education program
When?	Friday, January 23
What time?	7:00 p.m.
Where?	The Puerto Rican Center, 261 Swan Street

Example 2

Clarification of Roles of Advisory Board
and Board of Education in the
Spanish English Developmental Program

The intention of the Board of Education of the city of Buffalo is to work with the Spanish-speaking community in all aspects of the Spanish English Developmental Program in accord with the guidelines for State and federally funded projects. The Superintendent of Schools and the Board of Education, however, are charged by law to make decisions concerning the employment of personnel, the certification of personnel, the establishment of projects, curriculum organization, and so on. Recommendations made by representatives of the community must be submitted for approval to the Superintendent and the Board of Education; the Board may not legally forego this prerogative.

The advisory board of the Spanish English Developmental Program is envisioned as a means to enable the Spanish-speaking community to aid in the planning and development of the Spanish English Program; they will work immediately with the project administrator to make their views known to the Board of Education. It is understood that the project administrator will consult with the advisory committee in such areas as qualification and selection of personnel, both nonprofessional and professional, the placing of personnel, the general structure of the program in regard to positioning personnel, and the *general* grade level and content makeup of the program, concerning the establishment of priorities. It is understood that its advice would not be sought were it not to be seriously considered nor would the board have been established were it not to have some influence on the directions which the program will take.

Roger F. Baglin, Project Administrator
February 9, 1970

At the third meeting, the director presented the two basic designs, using various audio-visual materials, references to other existing projects in the State, and results of the needs assessment. He also discussed the advantages and disadvantages of each design, budget considerations, and concepts of language maintenance and cultural diversity.

Subsequent meetings were announced by mail and included proposed agenda and minutes of the previous meeting in both English and Spanish.

Determining Pupil Needs and Selecting Pupil Participants

Needs assessment is a primary step in the planning of Buffalo's overall title I ESEA program, but administrators agreed that additional data were needed for proper location and assessment of the needs of the community's Spanish-speaking children. Such data included the degree of language diversity and ability, the physical distribution of pupils in the schools, and the special needs of these children as identified by parents and principals.

Buffalo, like many other school districts, traditionally compiled student data for the target population on the basis of Spanish surnames. In 1970 program planners began concentrating on Spanish-speaking ability in addition to family surnames. However, Spanish surnames were still the simplest criteria for selecting pupil participants, although the small number of Spanish-speaking children without Spanish surnames were not excluded from the program.

The Ethnic Census of the Buffalo Public Schools 1969-70 was used as the basis for a demographic study to locate those school attendance areas with the largest concentrations of Spanish-surnamed children. The largest concentrations were in six schools in the lower west side of the city. One school in the eastern part of Buffalo and two schools in south Buffalo also had large groups of Spanish-surnamed children. All schools mentioned were located within the title I target areas.

The Lingual Ability Census for Children of Spanish Origin, a teacher opinion survey, was conducted in early March. See example 3 for a copy of the survey form. This survey provided, by grade level, some immediate indication of the concentrations of children with various degrees of English-speaking skills. The survey was conducted with the cooperation of the principals of the target schools. A cover letter to principals and teachers outlined the purpose and intended scope of the census (see example 4). Additional data on the ratio of non-Spanish to Spanish-origin children in elementary schools indicated an abnormally high difference in elementary and secondary enrollment among the Spanish-surnamed. While these data did not represent an exact dropout rate for all Spanish-speaking children, they did indicate that there was severe discrepancy between the number of these children who go on to high school and the number of English-speakers. The actual dropout rate for Spanish-surnamed children in one high school was 49.1 percent as compared to the total average of 15.3 percent for that same school and a citywide average of 12.3 percent.

Further investigation into the cause of individual dropouts revealed that overage, truancy, and desire for employment were the primary reasons for leaving school. Underlying these data were strong implications as to the inadequacy of the school program to assist the Spanish speaker in positive role development, raising his expectancy level, and stimulating social interaction with non-Spanish-surnamed children. While the linguistic problems of the children seemed to be concentrated in the elementary grades, the high dropout rate at the secondary level indicated that factors other than language were affecting the total picture.

Example 3

Format of Lingual Ability Census
Spanish English Developmental Program

School _____

Grade Level _____

Teacher's Name _____

Total number of Spanish-surnamed and/or Spanish-descent children in class. _____

Number of above children falling into category A. _____

Number of above children falling into category B. _____

Number of above children falling into category C. _____

Number of above children falling into category D. _____

Number of above children falling into category E. _____

Number of above children falling into category F. _____

SCALE FOR RATING PUPILS' ABILITY TO SPEAK ENGLISH

A. Speaks English, for his age level, like a native—with no foreign accent.

B. Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level.

C. Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of his native tongue. Depends in part upon translation and therefore speaks hesitantly upon occasion.

D. Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.

E. Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F. Speaks no English.

Example 4

Explanation of Lingual Ability Census

SUBJECT: Lingual Ability Census of Spanish-Surnamed Children

TO : Principals of Target Schools and Applicable Teachers

FROM : Roger F. Baglin, Project Administrator, Spanish English Developmental Program

DATE : March 2, 1970

May we ask you to distribute the enclosed questionnaires together with a copy of this letter to any and all the teachers in your school who have any Spanish-surnamed children in their classes. Such a census of lingual ability is essential to the planning, justification, and effective implementation of our program.

The scale for rating pupils' ability to speak English is that recommended by the Bilingual Education Unit of the State Education Department. Answers should be based upon the pupil's ability *now,* at the time the test is administered, not upon his ability at the beginning of the school year nor estimated ability for the end of the semester. All pupils with Spanish surnames and/or of Spanish extraction should be reported: for example, if the child's father is not of Spanish origin, and consequently the surname is not Spanish, but his mother is, such a child should be included in the results.

May we ask the principals to see to the distribution, completion, and collecting of these forms. We would very much appreciate it if the census forms could be returned to this office by Friday, March 6, 1970, or as soon thereafter as practicable, via the inter-office mail system.

Spanish English Developmental Program
Room 207 - School #73
72 Seventh Street 14201

I would be most happy to answer any questions concerning these forms or any other aspect of the program; my number now is 842-3639. I must, however, ask your indulgence if on occasion this number is not answered, since the program's secretary will not be available for the next two weeks.

Approved:
James M. Lanz
Associate Superintendent
IS:M70:42

The subjective data derived from parents and school principals suggested that while it was imperative that cultural and linguistic diversity be preserved, the more immediate problems of the children centered around their inability to develop the cognitive skills which their non-Spanish-speaking peers had. This inability was reflected in different ways at different grade levels and carried varying degrees of intensity, usually depending on the individual's proficiency in English-language skills.

Another pressing problem concerned the lack of information and interest in the Spanish heritage. Since the Spanish-speaking community is so small in Buffalo, planners agreed to stimulate interest in the historical and cultural background of these children by providing information to all segments of the community. Lack of such interest contributes to the lower self-image and expectancy level of the Spanish-speaking children and inhibits social interaction with their non-Spanish-speaking peers, again at all age levels.

These data taken together indicated that the starting point of a solution was a program for all grade levels, which would be diverse enough to meet the special needs of each age group and each level of proficiency in English.

The needs of Spanish-speaking children attending nonpublic schools in Buffalo were assessed with the help of Mr. Joseph Caliguri, Special Programs Coordinator for the parochial schools and representative for nonpublic schools on the advisory board. Ultimately, the extent of nonpublic students' involvement depended on logistics and their special need for services.

Establishing Specific Objectives

The major goals of the Spanish English Developmental Program were to:

1. Make available to children of Spanish background the high quality of education offered in Buffalo Public Schools through a judicious use of both Spanish and English as media of instruction, maintaining at all times a pressure toward increased use of and competence in English.

2. Raise the expectancy level of Spanish-surnamed children by developing their self-image and providing ego reenforcement.

3. Furnish all the children in title I target schools with exposure to the history and culture of Puerto Rico, thus reenforcing appreciation for the cultural heritage of minority students and developing a better climate for human relations.

Specific objectives to be attained by the conclusion of the 1st year of the program:

1. Spanish-surnamed children will have demonstrated positive role development within their new environment through increased social interaction with non-Spanish-surnamed children.

2. Curricular materials will be formulated for specific social and ethnic groups within the city of Buffalo.

3. Teachers will evidence positive attitudinal change toward their school environment as determined by an attitudinal inventory.

4. Teachers will provide appraisal of student attainment of individual objectives established at the beginning of the program in joint pupil/teacher planning.

Identifying and Using Resources

A preliminary survey of local resources and expertise for bilingual education did not yield significant results, although community interest in and commitment to the program were great. Mr. Perez in the State Department of Education was able to identify other bilingual projects in the State, for example in New York City including Brooklyn (Ocean-hill-Brownsville) and in Rochester. Staff members from these projects provided assistance in program design and in locating other resources. Buffalo's project administrator visited the other bilingual programs in New York in February and March of 1970. He met with members of the New York City Board of Education to gain insight into the administrative problems and solutions for initiating a bilingual program. He also became familiar with bilingual education projects in Miami and San Antonio and studied the project designs for a number of other bilingual programs funded under both title I and title VII ESEA.

MANAGING THE PROGRAM

Although members of the advisory board were consulted throughout the actual implementation of the Spanish English Developmental Program, final decisions as to the employment of personnel, the certification of staff members, and curriculum development were the legal responsibility of Dr. Manch and the Buffalo Board of Education. This relationship was explained at a meeting of the advisory board by the project administrator, further clarified in a letter from him, and later discussed with a representative of the Buffalo Public Schools' Division of Personnel.

Selecting Staff

A committee composed of two members from *Estudia* and one representative of the Board of Education screened 13 applicants for project administrator. The regular criteria for a teacher or administrator in Buffalo's schools, including a master's degree or a 5th year of preparation, were followed. Additional criteria included fluency in both English and Spanish; personality traits such as openness, flexibility, and tolerance; and an ability to relate well to the community. A personnel bulletin was issued on October 10, 1969, announcing the new position. Dr. Roger F. Baglin was ultimately selected as project administrator.

Since there were few bilingual teachers in Buffalo, other sources throughout New York and in Puerto Rico were utilized to recruit professional staff members. Advertisements appeared in newspapers in New York City, Rochester, Buffalo, and San Juan; notices were filed with the New York State employment service. The minimum requirements for the teaching positions were identical to those listed for temporary appointments in the Buffalo Public Schools. These included a baccalaureate degree, involvement in a certification program, and preparation in the area of specialization (in this case, proficiency in Spanish and English).

Eventual placement of teachers was determined by:

1. The job description under which the applicant applied, e.g., Secondary English-Social Studies Teacher.

2. Applicant wishes and qualifications as compared to individual schools' needs as identified by each building principal.

3. High visibility and equal distribution of professionals from Puerto Rican background.

Teacher aides were actually the first classroom employees for the Spanish English Developmental Program. Limited funds became available in February 1970 to begin some bilingual activities in target schools. Eight aides were hired and, at the end of the school year, they were able to provide valuable information on student needs, potential administrative problems of the program, and implications for actual instructional components.

The aides were chosen by a committee consisting of the project administrator and three members of the community advisory board. The basic qualifications for the aides were:

- High school diploma (4-year)
- 2-year residency in Buffalo
- Fluency in Spanish and English
- U.S. citizenship or evidence that the applicant was diligently pursuing citizenship.

Assignments for these teacher aides were made by the project administrator because of time pressures. Their primary duties were to (1) be available as Spanish/English interpreters, (2) supplement enrichment programs and provide remedial help to Spanish-speaking children in title I schools, and (3) impart some appreciation of Puerto Rican culture for the entire school. Announcements of the appointments were sent to the principals of target schools and their assistance was solicited in planning the instructional design and individual assignment of duties for the aides in each school.

The inservice program for these initial aides was conducted primarily by the project administrator and consisted of bimonthly meetings to provide ideas on activities, discuss problems, and obtain feedback information for planning the program's future. In addition, Mr. Donald Graves, Director of Reading and Special Programs for the city of Lackawanna, led a discussion on reading techniques. The Director of the Teacher Aide Office of the Buffalo Board of Education also met with the group concerning duties and activities of teacher aides.

Only four of the eight aides were available to be rehired the following September, along with 29 new aides. The new positions were called school, rather than teacher, aides. Although the salaries were the same, a school aide did not need a high school diploma. This enabled the screening committee, consisting of Dr. Baglin and three members of the advisory board, to hire more community members. Requirements included a 2-year residency in Buffalo, fluency in Spanish and English, and U.S. citizenship or indication that citizenship was being sought.

Announcement of the aide positions was made through flyers, printed in Spanish and distributed at churches, schools, and agencies throughout the target area. Four days of interviews were held in August. The evaluation form (example 5) was prepared in Spanish and included a rating scale for personality traits and specific language skills.

Aides were assigned to schools on the basis of the following considerations:

1. Highest concentration of Spanish-speaking children in schools and classrooms
2. Visibility of aides from Puerto Rican background
3. Recommendations of target school principals who had observed inservice training sessions for the aides. These recommendations were based on the principal's subjective evaluation of the potential "fit" of each aide with the individual program in his own school.
4. Available space.

The final breakdown of staff members by national origin was:

Staff position	Total	Puerto Rican	Other
Teachers	12	5	7
School aides	33	23	10
Clerk	1	1	0

Supportive staff members also included a bilingual social worker and guidance counselor.

Example 5

Bilingual Evaluation Form for
Teacher Aide Applicants

Nombre del Candidato
(name of applicant)

Posición que solicita
(position applying for)

Fecha de la Entrevista
(date of interview)

Ciudadano (citizenship) Sí No

Declaración de Intento (declaration of intent for citizenship) Sí No

Dos años en Buffalo (2 years in Buffalo) Sí No

Jamás empleado por Buffalo Board of Education (Ever employed by Buffalo Board of Education) Sí No

(Grade completed)
Grado Cumplido: 8 9 10 11 12 Universidad: 1 2 3 4 BA/BS MA
Ed. Cred.: 3 6 9 12 más (more) (University)
Nivel Educacional
(educational level)

Example 5—Continued

Calificación (qualification) Area	Inaceptable (unacceptable)	Pobre (poor)	Satisfactorio (satisfactory)	Bueno (good)	Sobresaliente (excellent)
Apariencia (appearance)					
Español (Spanish)					
Inglés (English)					
Compostura y confianza en si mismo (composure and self-confidence)					
Actitud y simpatia (attitude and interest)					

Commentario:
(comment)

Firma del Entrevistador
(Signature of the Interviewer)

Developing Curriculum

Since the Spanish English Developmental Program was offered at all grade levels and would involve instruction through Spanish in a wide variety of subjects, curriculum development necessitated: (1) thorough review and evaluation of existing Spanish language instructional materials; and (2) development of a multilevel curriculum for the study of Puerto Rican history and culture.

A curriculum committee, composed of one Puerto Rican teacher; one Puerto Rican professional from the community; two regular teachers in the Buffalo schools; two students with Puerto Rican background; and one consultant from the Department of Spanish Italian, and Portuguese of the State University of New York at Buffalo, was organized to perform these tasks.

In the spring of 1970, DCED sent approximately 300 requests to publishing companies for Spanish-language or Spanish-oriented instructional materials. Response from the publishers was good. The committee reviewed all of the materials sent to it in order to recommend materials that would be selected for instruction, reference, and enrichment activities in the program. Unfortunately, unified recommendations for materials did not result. Consequently, with the exception of the Language Masters, no one set of materials was chosen

to be used in all schools. Specific strengths were detailed, however, and excellent bibliographies of all the materials were compiled. The decisions of this committee supported the diverse, individual teacher/school design of the instructional component of the program.

A usable draft of a multilevel curriculum on Puerto Rican history and culture was needed by late August 1970. The draft formed the basis of the instruction provided by the floating teacher/aide team in the 1st year of operation. The success of this component of the program, as well as the potential it provided for greater intergroup understanding in the larger community, led to an expansion and restructuring of its scope. The original draft is currently being reviewed and expanded by DCED. The finished curriculum will be offered at the secondary level as a social studies elective. Such action follows the lead of similar use and wide exposure of a black studies curriculum development in 1969-70. The new course will not eliminate instruction in Puerto Rican history and culture as a component of the Spanish English Developmental Program.

IMPLEMENTING THE PROGRAM

The Spanish English Developmental Program is tailored to the special needs and situations of individual schools. Planning and implementation of each school's program requires active participation of the building principal, members of the program staff assigned to that school, other regular teachers, and other members of the professional program staff assigned systemwide. Although the exact activities vary by school, the following general procedures are maintained:

- Bilingual teachers and aides are assigned to classrooms and schools having the highest concentrations of Spanish-surnamed students.
- Teachers are used in both classrooms and "floating" situations (individual or small group).
- Teachers and aides assist Spanish-speaking children by interpreting instructions, using Spanish as a medium of instruction, developing proficiency in the English language, supplementing enrichment activities, and encouraging pride in and appreciation of Spanish (Puerto Rican) history and culture in all students.

At the secondary level, additional special assistance via almost total instruction through Spanish is provided for recently arrived students whose command of English is minimal or nonexistent.

Training the Staff

The project administrator designed an inservice training program for professional and paraprofessional staff members, including regular training opportunities available within the system and special activities related to bilingual instruction and the new program. In addition to scheduled training sessions, staff members were encouraged to attend meetings of the advisory board.

The basic training design involved three components:

1. A summer workshop
2. An orientation week for new teachers
3. Continuing inservice training activities throughout the year.

The summer workshop was held August 24-28 from 9 a.m. to 1 p.m. each day. All staff members including about 35 aides, 15 teachers, the project administrator, and five additional instructional personnel from each target school, attended the sessions.

The speakers for the workshop were:

Dr. Joseph Manch	- Superintendent of Schools Buffalo, N.Y.
Mr. Donald Graves	- Reading and Federal Programs Lackawanna (N.Y.) Schools

Mr. Carlos Perez	- Bilingual Unit State Department of Education
Mr. Leo Cohen	- Education Division State University College at Buffalo (SUCB)
Mr. Donald O'Brien	- Education Division SUCB
Dr. Roger F. Baglin	- Project Administrator Spanish English Developmental Program
Mr. Peter Negroni	- Assistant Principal, Bilingual School #211 Bronx, N.Y.

The New Teacher Orientation Week is conducted annually by the Division of Instructional Services, Buffalo Public Schools, during the week prior to school opening in the fall. It provides an orientation to the city, its schools, resources, etc. During the same week of August 31 - September 4, the project administrator of the Spanish English Developmental Program met with various individuals or groups on his staff for further instruction and orientation:

August 31 - School social worker
September 2 - Bilingual elementary teachers
September 3 - Culture and history teacher and aide team
September 4 - Bilingual secondary teachers.

In addition to training sessions before school opened, staff members were given released time to participate in group meetings with the project administrator to discuss the program, individual progress, problems, and plans. The meetings were held every 3 to 4 weeks in the afternoons. Personnel were divided into bilingual secondary teachers, elementary teachers, and school aides for the purpose of meeting with Dr. Baglin. Subsequently, the first two groups were combined. Written reports of individual activities and progress were submitted by all members of each group. The school social worker and guidance counselor had no formal schedule of inservice training; however, informal meetings with the project administrator were scheduled as work load permitted. A monthly report was also submitted.

The principal of each school held a monthly meeting lasting approximately 1 hour with teachers to discuss the program in that school.

Another component of the total title I program provided a series of approximately 20 different paid symposia on Saturday mornings for all staff in the Buffalo schools. Attendance was voluntary. A symposium on Spanish Language and Culture was offered in October - December 1970; it included information on the Spanish English Developmental Program. The project administrator, members of his staff, and the advisory board provided input. The schedule of speakers and topics included:

October 17 - Dr. Roger F. Baglin, Project Administrator, Spanish English Developmental Program - "The Puerto Rican: Here, There, and in School."

October 24 - Dr. Roger F. Baglin - "The Spanish English Developmental Program."

October 31 - Mrs. Carmen Feldman - "The Puerto Rican in Puerto Rico."

November 7 - Isaias González, Field Representative, Buffalo Human Relations Commission - "The Puerto Rican in the United States and Especially in Buffalo."

November 14 - Dr. Francisco Pabón, Director, Center for Puerto Rican Studies, State University of New York at Buffalo (SUNYAB) - "Higher Education and the Puerto Rican: SUNYAB and PODER (Power)."

November 21 - Mrs. Carmen Rodríguez - "The Puerto Rican and Education: *Estudia* and *Aspira.*"

November 28 - Pedro Juan Soto, internationally known Puerto Rican author, currently visiting professor at SUNYAB - "Politics and Poetry in Puerto Rico."

December 5 - Pedro Maurás, Senior Field Representative, State Division of Human Rights - "The Puerto Rican in Community Situations."

Staff Duties

In addition to the normal administrative duties for a program employing about 50 persons, the project administrator must:

1. Assume responsibility for continued specialized recruitment of bilingual personnel, both professional and paraprofessional, to insure continuous use of all positions available with substitutes on hand.

2. Insure participation of the Spanish-speaking community in the program in various capacities and for several reasons:

a. As volunteers and/or as paid staff to guarantee community interest in the program and its objectives and a high degree of community control which, in turn, will insure a high degree of relevance to real needs; and

b. As paid staff to promote the image of the advantages of educational accomplishment by striving consciously to employ as many persons with both ethnic and geographic connections with the target group as is consistent with quality personnel requirements.

3. Provide liaison between the Buffalo Board of Education and the Spanish-speaking community, making the viewpoints of each known to the other.

4. Aid both the Board of Education and the Spanish-speaking community to strive jointly for the improvement of educational opportunities offered to the Spanish-speaking segment of the population by:

a. Working closely with principals, program staff, and other staff members in the target schools, including preservice and inservice training in program objectives and means;

b. Encouraging and aiding program staff both to use proven methods of bilingual education and to initiate imaginative experimental methods in their teaching;

c. Participating in conferences and making contacts at all levels in order to provide the program staff with ideas, new and old, on bilingual education.

5. Emphasize the self-image building, ego reinforcement, and high expectancy level aspects of the program and assure a prominent place in the curriculum for the study of Puerto Rican history and culture.

6. Help choose and guide the summer curriculum team in selecting proper material and developing effective curriculum in Puerto Rican culture and history.

7. Cooperate with the Director of Evaluation in ensuring a clear and correct picture of the effectiveness of the program.

The 12 bilingual teachers are responsible for the instructional aspects of the program. They work with children individually and in small groups and act as consultants to the regular school staffs. One teacher is responsible for implementing the Hispanic culture and history classes in all the schools involved in the program.

The 33 bilingual school aides work under the supervision of certified teachers and are responsible for interpreting and reinforcing aspects of the instructional program. One aide is assigned to the teacher of Hispanic culture and history classes and assists the teacher in preparing materials, scheduling classes, and reinforcing instruction.

The bilingual guidance counselor works with Spanish-surnamed students in some of the target schools involved in the program to provide intensive career and academic counseling. The bilingual social worker serves the other schools involved in the program, making appropriate community contacts as recommended by administrators, teachers, and guidance counselors.

A clerk is assigned to the project administrator and performs routine clerical tasks necessary for the implementation of the program.

Conducting Instruction

The instructional activities of the Spanish English Developmental Program vary from school to school, depending on the number of Spanish-speaking children, their need for special attention, and available staff. A summary of the program at each of eight of the nine schools is presented here, followed by a more detailed description of one school's activities.

School #1: Thirty-one teachers, including three from the bilingual program, work with 705 children, 214 of them Spanish surnamed. There are 7.5 bilingual aides assigned to the school. Two of the program teachers, both native speakers of Spanish, provide bilingual instruction to title I children in two 1st-grade classrooms with 75 to 85 percent Spanish-surnamed children. Another bilingual teacher works with two kindergarten classes in which 50 percent of the children have Spanish surnames.

School #3: Two teachers and five aides from the bilingual program serve 121 Spanish-surnamed children in the school. The total number of teachers in the school is 26.6, the total enrollment 654 children. One bilingual teacher provides supplementary and enrichment activities in both languages for small groups (3-5 children) from various upper grade levels. These groups are usually of children needing special assistance in English-language arts. Another teacher in the program provides bilingual instruction to title I children in a 3d-grade classroom. Aides worked primarily in the lower grades.

Schools #4, 6: Two bilingual aides are assigned to each school to reinforce, supplement, and enrich the regular curriculum for 75 and 52 Spanish-surnamed children, respectively. A bilingual teacher works two afternoons in School #4 and three afternoons in School #6, providing supervision and guidance for the aides. Small groups of children come to special rooms in each school for work with the aides.

School #36: Twenty teachers, including one from the bilingual program, work with 415 children, 93 of them Spanish surnamed. Two bilingual aides are also assigned to the school. The program teacher takes five small groups for individualized help each day. She also teaches Spanish as a second language to about half the classes in the school, devoting about 20 minutes a week to each class.

Southside Junior High School: Sixty-one teachers, including two from the bilingual program, work with 1,634 children, 51 of them Spanish surnamed. One of the program teachers provides bilingual instruction in social studies and science. The other bilingual teacher works with mathematics and English. Small groups of children are assigned to these classes on the basis of need. A bilingual aide works with both teachers as needed.

Grover Cleveland High School: Fifty-six teachers, including two from the bilingual program, work with 1,427 children of whom 125 are Spanish surnamed. One teacher provides bilingual instruction in mathematics and science; the other teaches English and social studies. Students are recommended for the special classes by the guidance counselors; all participation is voluntary. A male Puerto Rican teacher aide is assigned half-days to assist the classes.

Immaculate Conception School: One bilingual teacher aide is assigned to work with individuals or small groups. There are 64 Spanish-surnamed children in the nonpublic school, out of 214 pupils; many participate in supplementary and enrichment activities and receive remedial help as needed.

School #76 has 706 children (246 of them Spanish surnamed), 32 teachers (one full-time and one part-time teacher for the program), and 11 bilingual aides.

A Puerto Rican teacher and aide are assigned to an ungraded, self-contained classroom with 18 students ranging from 9 to 15 years old, at School #76. The children are those most lacking in English language and basic skills; their instruction is 40 percent through Spanish, the rest through English. Both Spanish and English textbooks are used, with instruction covering five basic subjects.

A preschool class at School #76 is taught by a bilingual teacher from the title I Project Early Push who was chosen in conjunction with the Spanish English Developmental Program. Most of the instruction centers on Spanish and English language development of the Spanish-speaking children in the class. The teacher also works on developing manipulative, visual, and auditory perception skills, interest in books, reading readiness, and diverse experiences outside the classroom. This same teacher provides individual tutoring to 7th- and 8th-grade students for half the school day. The students are Spanish speakers who require assistance in English-language skills and who were referred for special help by the four language arts teachers in the school. A school aide assists this teacher full time.

The other school aides are in classrooms with highest concentrations of Spanish-speaking children. They assist the students in the library, reading center, and lunchroom. They also perform interpreting services for the office staff, other teachers, the principal, and parents of the children. The aides assist the regular staff in understanding the cultural and sociological patterns of the children and in planning activities which are more relevant to their experiences.

A course in Hispanic history and culture, with special emphasis on Puerto Rico, is offered at all schools in the program by a floating team of one teacher and one aide. Each principal is asked to make every effort to supply the teaching team with a room, preferably a classroom or at least a separate area conducive to instruction, for the 2 or 3 weeks it is at each school.

The team tries to reach all the children in each school by rotating various classes for one period each, five periods a day. At the elementary level, instruction begins with pre-K or kindergarten and advances continuously to the highest grades. At the secondary level, the social studies department is asked to arrange for each class to visit for one period. Time left over at the end of the week is used for repeat contacts with those classes most in need of additional instruction, a judgment made by the principal and the teaching team.

The project administrator works with any principal to help develop a good schedule or resolve problems of classroom space.

Teachers have a variety of special equipment and bilingual teaching materials available to them. The equipment includes Language Masters, casette tape recorders, listening posts, file cabinets, and storage cabinets. Maps, textbooks, encyclopedias, and primers in both Spanish and English were ordered by individual teachers using a list of available materials derived by the curriculum committee.

Involving Parents and Community

Parents are encouraged to take a more active part in the education of their children in several ways:

1. The community advisory board meetings are announced to community members. Over 50 percent of the members of the board are parents of children in the program. Thus, the group is an active and effective voice for the community.

2. A bilingual education night was planned and presented in October for parents. The response was light, however, and the project administrator decided to plan evening activities for parents in individual schools rather than systemwide.

3. The program staff is available to serve as interpreters for parents who do not speak English in all contact situations with regular school personnel. In addition, a Spanish/English newsletter is distributed to the parents containing news of the program, services that are available, and other items of interest to the community.

Disseminating Information

Information gained through the program is disseminated by the following means:

1. The continuing interaction of project administrator, program staff, other teachers, parents, and community organizations

2. Staff meetings

3. Inservice meetings

4. Participation in local, State, and national conferences

5. Continual process evaluations by the administrator and the dissemination of information to staff and involved parties through reports, memos, etc.

6. Statistical evaluation of testing data and reports on the results

7. Mass media publicity arranged by the Office of School Community Relations, Buffalo Public schools, to insure that all agencies, organizations, and individuals involved with the children are aware of the program.

Experience in Buffalo has indicated that any publicity about the program is more effective when it specifically credits all groups or individuals involved — program and school staff, volunteers, advisory personnel, community members, and so forth.

BUDGET

Buffalo's total title I ESEA program encompasses some 13 projects with an allocation for fiscal year 1971 of $6,783,782. The funds allocated for each project are:

Project Early Push (prekindergarten program)		$621,152
East High School Improvement		106,095
Woodlawn High School Improvement		189,402
Inservice Training		273,212
Continuous Progress Education (for nine schools)		325,953
Teacher Aides		1,295,717
Cultural Enrichment		183,444
Aspire (afterschool program for high schools)		124,084
Opportunity (audiovisual program in grade schools)		388,796
Plus Program (elementary program)		1,827,832
Expanded Language Arts (secondary program)		282,019
Spanish English Developmental Program		316,089
Summer Program	about	500,000

The specific budget for the Spanish English Developmental Program is:

Salaries for Professional Personnel

Specific position title	Estimated number Total	FTE	Project salary
Director	1	1	$14,320
Teachers	12	12	98,400
Inservice participants	65 @ $5 hr. x 20 hrs.		6,500
		Subtotal	$119,220

Salaries for Nonprofessional Personnel

Specific position title	Estimated number Total	FTE	Project salary
Clerk	1	1	$5,200
School aides	33	33	89,100
Inservice participants	33 @ $1.75 x 20 hrs.		1,155
		Subtotal	$95,455

Contracted Services for Instruction

Consultants (evaluation)	16 @ $50 per half-day	$800
	Subtotal	$800

Travel Expenses for Instruction

Position of traveler	Destination	Purpose	Proposed expenditure
Administrator	School to school Organization mtgs.	Observation Supervision	$200
Administrator	Unknown	Conference	400
		Subtotal	$600

Other Instructional Expenses

Item	Quantity	Proposed expenditure
Textbooks	500 @ $3.00	$1,500
Classroom supplies and materials:	1400 Chn. @ $3.00 per child	4,200
Misc. supplies and expenses/office supplies		300
	Subtotal	$6,000

Contracted Services for Staff Development

Purpose	Per diem rate	Total amount of exp.
Consultants	3 @ $40 per half day	$120
Consultants	4 @ $50 per half day	200
	Subtotal	$320

Salaries for Guidance and Attendance Services

Specific position title	Estimated number Total	FTE	Project salary
Guidance counselor	1	1	$10,600
Social worker	1	1	10,200
		Subtotal	$20,800

Travel Expenses—Guidance and Attendance Services

Position of traveler	Destination	Purposes	Proposed exp.
Guidance Counselor	Home visits	Conferences w/parents	$200
Social Worker	School to school Agency visits	School personnel	
		Subtotal	$200

Equipment

Item	Proposed quantity	Unit cost	Proposed expenditure
Language Masters	8	$307	$2,456
Casette tape recorder	10	70	700
Listening posts	10	75	750
2-drawer file cabinets	10	66	660
Desk and chair set (teacher's)	6	173	1,038
2-door metal storage cabinets	4	55	220
		Subtotal	$5,824

Employer Contribution for Employee Benefits

Item		Proposed expenditure
Social Security	$212,455 @ 5%	$10,623
Retirement	Teachers: $140,020 @ 18.8%= $26,324	
	Civil Service: $95,455 @ 16.713% = 15,953	42,277
Health insurance	@ 272 x 49 persons	13,328
Workmen's Compensation Insurance	$236,595 @ .0012825¢	303
Life insurance	$22.60 x 15 persons	339
	Subtotal	$66,870

EVALUATION

The following three-point program was used to evaluate the Spanish English Developmental Program at the end of the 1970-71 school year:

1. All students completed a sociometric inventory scale at the beginning and end of the program. The hypothesis was that a test of significance would reveal an increased interaction between Spanish-surnamed children and non-Spanish-surnamed children significant at the .20 level. (The .20 level was selected because of built-in limitations of the sociometric device.) The sociogram was printed in both Spanish and English. It is presented in its entirety in example 6.

2. The school-response inventory (a Likert scale instrument) was administered to all participating teachers on a pretest and posttest basis. Administrators felt attitudes toward school and students would remain high throughout the program.

3. All teachers completed a preliminary planning report during the 1st month of the program. They identified individual student objectives arrived at in cooperative teacher-pupil planning sessions. At the end of the year, the teachers completed a students' appraisal document indicating those target objectives which had been attained.

In answering the sociogram, students were allowed to choose anyone they knew, not just students in their class. For example, a student could select his father, his teacher, a classmate, or anyone else. Evaluators expected the null hypothesis, that no difference would exist in the pretest and posttest results, to be rejected at the .20 level of confidence. Actually the hypothesis was rejected at the .01 level, much higher than the anticipated level. Thus, the first objective, increased interaction between Spanish-surnamed and non-Spanish-surnamed children, was fulfilled.

The responses to the sociogram reflected this success. In all five questions, at least 2 percent more of the children chose a student of a different ethnic group in the posttest than had in the earlier test. For instance, on the question: "This person is a very friendly person who likes other people," 14.5 percent of the children chose a student of another ethnic group; in the posttest the percentage rose to 17.9.

Teachers reacted to 22 statements in the School Environment Reaction Inventory, indicating 1 if they strongly disagreed with the statement and proceeding to 5 if they strongly agreed. Evaluators completed a correlation calculation between the means of the responses on the pretest and those of the posttest. The correlation coefficient was identified in their analysis as a place on a continuum from 0 to 1. The closer the coefficient was to zero, the less the degree of correlation between the response means on the pretests and posttests; the closer the coefficient was to 1, the higher the degree of correlation.

Example 6

Sociometric Inventory Scale

_____ (teacher-maestro) _____ (school-escuela) _____ (date-fecha)

_____ (first name-nombre) _____ (last name-apellido)

Directions: Five descriptions for five different people are given on this page. You are to read each description carefully and are then to think of a person who best fits the description; you are to write that person's name in the space provided. Give both first and last names. If you cannot think of a person who fits the description, leave the space blank.

Direcciónes: En esta hoja hay 5 descripciones para 5 diferentes personas. Usted debe leer con cuidado cada descripción y luego pensar en alguna persona que usted conozca que corresponda con esta descripción. Después de haber pensado que persona corresponde mejor con la descripción, Usted debe escribir el nombre de esa persona en el espacio en blanco. Dar nombres y apellidos. Si Usted no puede pensar en ninguna persona que corresponda con la descripción, deje el espacio en blanco.

1. This person is a very friendly person who likes other people.
   (Esta persona es una persona muy amigable a quien le gusta otras personas.)

   _____ (first name-nombre) _____ (last name-apellido)

2. This person is a person who enjoys helping other people.
   (Esta persona es una persona a quien le gusta ayudar a otras personas.)

   _____ (first name-nombre) _____ (last name-apellido)

3. This person is a person who is fun to be with.
   (Esta persona es una persona con la que es muy divertido estar.)

   _____ (first name-nombre) _____ (last name-apellido)

4. This person is a person who gets good marks.
   (Esta persona es una persona que saca muy buenas notas.)

   _____ (first name-nombre) _____ (last name-apellido)

5. This person seems like a very interesting person. I would like to know this person better than I do now.
   (Esta persona parece ser una persona muy interesante. Me gustaría conocer a esta persona mejor de lo que le conozco ahora.)

According to the response means in the inventory, the following results were obtained:

Pretest		Posttest
22	number	22
78.83	sum or response means	72.94
3.58	mean	3.31

Correlation coefficient is 0.891.

This meant that the attitude of teachers toward school and student did, as anticipated, remain constant throughout the program.

Teachers used a three-point scale—(1) for growth below anticipated achievement, (2) for actual anticipated growth, and (3) for growth in excess of anticipated achievement—to measure student success in achieving predetermined goals. The response means indicated that anticipated student growth surpassed teacher expectancy in seven of the nine areas measured. The objectives related to cognitive development were language (both English and Spanish in the oral and reading forms) and mathematics. In the affective domain, teachers set goals for social development, including peer interaction, pupil-adult interaction, and interethnic group interaction; and classroom behavior, including functioning well independently, in small groups, or in large groups.

Two areas of social development, peer interaction and pupil-adult interaction, were only slightly below the anticipated growth level. While these behaviors appear to be related to those tested in the first step of the evaluation process, they differ in terms of the evaluator. The sociogram involved a student's descriptions of his personal attitudes, while the third step was based on teacher judgment of overt behavior.

The initial planning reports were revised by the teachers in consultation with the project director. The teachers made general suggestions aimed at standardizing such reports in the future. Some of these were:

1. Include on all reports:
   a. Teacher's name
   b. Full name of individual student
   c. Date of submission
   d. Name of school
   e. Grade level
   f. Total number of students
   g. Percentage of average week's instructional time spent with each student.
2. Read other teachers' reports to get a better idea of how to improve your own.
3. Submit all reports on 8½ x 11 inch paper; do not write on both sides.
4. Write all reports in English, not Spanish, so school personnel who are not bilingual may also benefit.

Because teachers had a tendency to generalize in writing the planning reports and thus overlooked specific measurable goals, the project administrator arranged two inservice training sessions on the writing of measurable objectives.

FUTURE PLANS

In recognition of the need to strengthen and expand the program in several areas, plans for revision in the 2d year of operation are already underway. The original decision to establish the program in the existing school structure at all levels did not eliminate the alternative of establishing a special center or totally bilingual school. The Buffalo Public Schools, the project administrator, and the advisory board have decided to go ahead with plans to establish in 1972 the nucleus of a bilingual school. Initially this expansion of the program will include two preschool, two kindergarten (each half-day), two 1st-grade, and two 2d-grade classrooms. The general aim of this component is to provide an opportunity for the English-dominant and Spanish-dominant children to achieve fluency and literacy in both English and Spanish. The school should be fully developed in all elementary grade levels over a 5-year period.

To anticipate the need for additional professional staff and continued high-quality training of existing staff, a training plan is being developed with New York University via an extension class at Buffalo. The university currently offers the master's degree in bilingual education. Tentative plans include a more formal graduate credit inservice program in 1971-72 conducted by the staff of the Division of Foreign Language Teaching and International Education at NYU. Attendance at seminars is also contemplated, involving six program teachers.

The project administrator is encouraging the school aides without high school diplomas to finish their secondary education through Buffalo's own program of adult education. He has distributed literature concerning this program and the High School Equivalency Examination which is now offered in Spanish. Those aides who have already received high school diplomas are encouraged to enroll in higher education courses at the Cooperative Community College or in the Experimental Program for Independent Study at the State University of New York at Buffalo.

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